of the institution serious problems to consider; they must deal with influences that may within the next ten or twenty years materially change the character of the college.

The direct concern of the state of Vermont with Middlebury lies, however, in the work that the state has subsidized the college to do. It seems perfectly clear that no state ought to subsidize a college like Middlebury, no matter how good an institution it may be, merely for the purpose of enabling it to carry on its general work, unless the institution is owned and controlled by the state. The question, however, that is presented in the subsidizing of Middlebury is this: Is it wise for the state to subsidize a college like Middlebury to enable it to perform for the state a distinctive service, the training of teachers for the secondary schools? Only upon the ground of this distinctive service could such a use of public money be defended at all. The question is whether there is an urgent need for such an agency, and whether Middlebury College can effectively perform that work for the state.

The need of a subsidized agency for the training of teachers of the secondary schools of Vermont does not seem, on careful examination, at all pressing. There are in all the high schools of Vermont fewer than 300 secondary school teachers. To recruit the annual vacancies in this corps does not need a very large number of teachers, and the testimony that has been brought together concerning the appointment of teachers shows that the state has applications from many more secondary school teachers than it has places to fill. These teachers come from various colleges and normal schools,—from Middlebury, from the University of Vermont, from Dartmouth, and from several Massachusetts colleges. They are in the main college graduates, sometimes with special training for teaching, usually without; but there seems to be no difficulty in obtaining many more fairly well-qualified teachers for the secondary schools than there are places to fill. Taking into consideration the many sources of supply for secondary school teachers and the urgent needs of the state in elementary education, the subsidy to Middlebury College does not seem defensible.

Another feature of this situation ought not to be passed over without the most careful consideration. Middlebury College, although subject in a remote way to state control, is practically governed by its own board of trustees. It can be assumed safely that any department for the training of secondary school teachers that has back of it a state subsidy will in the long run acquire such prestige and influence that its graduates will be in command of the secondary schools of the state. The history of all such college movements goes to show that the college graduate devotes his loyalty to the college rather than to the state, and that he will be guided in his educational policy by his allegiance to the college. In the long run, under this arrangement, Middlebury College would acquire a commanding influence in the whole determination of the educational system of the state. As a question of public policy, it seems extremely doubtful whether any state ought to entrust such power to any institution that it does not own and control.

XIII. NORWICH UNIVERSITY.

Norwich University was founded at Norwich, Vermont, in 1819 by a former superintendent of West Point. It received its charter as Norwich University in 1834. The adoption of the name "university" was an unfortunate event in the history of the institution. It has never been a university nor can it ever be such, and during the whole of its history it has labored under the disadvantage of doing a work in education wholly out of relation to the name under which it has lived.

In 1866 the buildings at Norwich were burned and the institution was removed to Northfield, which offered grounds and barracks. The village of Northfield is in almost the exact center of the state, with a population of a little less than two thousand. It lies directly in the hills, the school standing on the level top of one of these hills on the edge of the village. There are in the village no advantages for students outside of those that the college itself offers.

Norwich University is governed by a self-perpetuating board of thirty trustees and the president ex-officio, all being elected for terms of five years. Five of the thirty trustees are nominated by the alumni. Of the present board ten are from Northfield, eight others from Vermont, four from New York, three from Massachusetts, and one each from California, Connecticut, Iowa, and New Hampshire. There is now one vacancy. Sixteen of the thirty are alumni. The trustees have a Commencement meeting that is well attended, and one other meeting at Northfield during the year. Besides these, two or three other meetings are held, ordinarily at Northfield. These are attended by only a small proportion of the board, and naturally in these meetings the Northfield members compose a large proportion of those present. The executive and finance committees, composed in the main of the local members, meet at the president's call. The management of the institution is quite strongly local.

Two of the state visitors usually attend Commencement for a day or two and make some inspection of the books. No record, however, of the reports made to the legislature by these visitors can be found, although the president of the university states that, according to his best belief, such reports have been made. The law of 1912, which adds the state superintendent of education and the state auditor to the visitors' committee, and requires them to report upon the expenditure of state money, should result in regular reports.

The organization of the institution is simple, but adequate. The president conducts the general affairs of the institution, including the care of legislation, which is an important part of his duties. The dean attends to admissions, promotions, and graduation. The commandant, detailed from the United States Army, is in charge of discipline and military instruction. The institution has been fortunate in the last three years in having as commandant Captain Tompkins, whose detail is just closing, and who has given a most devoted and effective service in the military department. In the school administration there are ten faculty committees, some active, others less so. The professor of English has in charge the solicitation of students much after the manner of preparatory schools, by circulars, by correspondence, and by visiting school principals, individuals, and promising candidates. The problem of bringing students into the institution is one of the most serious and difficult duties, for reasons that will appear as the general description of the school proceeds.

In order to judge fairly the equipment of the school, it is to be remembered that the institution is not a university in any sense. It is really a modest engineering school with a very strong military element, so strong, in fact, that the military features color all the school work. The afternoons are wholly devoted to military duties and to military instruction instead of being given, as in most institutions, to laboratory and library work. The equipment, therefore, that the institution has for its work is simply the equipment of an engineering school.

The buildings consist of Dodge Hall, the gift of General Dodge, costing $10,000, which houses the chemical laboratories and certain rooms for drawing and recitations; Dewey Hall, costing $22,500, given by general subscription, providing a chapel, administration offices, and a small museum; Carnegie Hall, costing $37,500, providing a rather unsatisfactory library and modest quarters for electricity and physics. A heating plant, costing $12,500, was erected in 1905. In 1909 the United States government erected a weather bureau building immediately adjoining the grounds at a cost of $15,000. The drill hall and stables are inadequate wooden buildings. The entire cost of these buildings, exclusive of that of the government, amounts approximately to $85,000. In addition to the buildings used for instruction and laboratories are two halls whose cost was $75,000, and which together are able to house 215 cadets, or half as many as are in attendance.

The laboratories as well as the equipment for the teaching of the sciences themselves are meagre. There is a sufficient number of surveying instruments and an extremely modest equipment for physics and for chemistry. The military equipment is provided by the federal and state governments. Of the 14,700 books only a small fraction are useful. Apparently but little use is made of the library except for magazine reading.

The endowment of the institution at the present time amounts to $114,800, and the entire value of the plant, including grounds, buildings, and equipment, would perhaps amount to scarcely $300,000.

The current income of the year 1912–13 is estimated at approximately $48,000, made up as follows:

From students	$22,000
Income on endowment	5,500
State appropriation	15,500
Other sources	5,000

The item of $5,000 comes from the sum paid by the Adjutant-General of the state of Vermont on legal authority for the military service of cadets. This sum by the action of the cadets themselves is returned to the institution. The extraordinary situation is here presented of the state of Vermont enrolling in its military service natives of other states and subsidizing them to come to the institution.

The expenditures of the institution for the same period are estimated as follows:

Instruction	$17,500
Administration	12,500
Current expenses	8,100
Library, including books and service	1,420
Miscellaneous expenditures	7,540
Total	$47,060

Under the law as now framed, 120 state scholarships were available in the year 1912–13. Fifty-five of these, amounting to $3,850, were assigned by senators. These fifty-five constitute 88 per cent. of the total of 62 students from Vermont in the year 1912–13. The remaining state scholarships, assignable by the president, were not used. There